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THE WOMEN'S TALENT CORPS, PROPOSAL.
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WOMEN'S TALENT CORPS, FUNDED BY THE OFFICE OF ECONOMIC OPPORTUNITY, WILL MEET TWO SOCIAL PROBLEMS IN NEW YORK CITY--JOB SHORTAGES IN COMMUNITY SERVICES AND UNEMPLOYMENT AND LACK OF TRAINING AMONG THE POOR. WOMEN WILL BE RECRUITED FROM LOW-INCOME NEIGHBORHOODS AND TRAINED AS PRE-PROFESSIONAL ASSISTANTS IN SCHOOLS, HOSPITALS, AND SOCIAL AGENCIES THROUGH A PROGRAM OF FORMAL CLASSES AND FIELD EXPERIENCE. THESE WOMEN WILL BECOME CONTACTS BETWEEN PROFESSIONAL COMMUNITY WORKERS AND THE LOW-INCOME PEOPLE THEY ASSIST. PROFESSIONAL WOMEN WITH WORKING SKILLS AND EXPERIENCE IN EDUCATION, HEALTH, OR WELFARE FIELDS WILL BE TRAINED AS COORDINATORS TO COUNSEL THE TRAINEES, DIRECT FIELD WORK, AND SERVE AS LIAISON BETWEEN TRAINEES AND THE AGENCIES EMPLOYING THEM. THE TRAINEE AND COORDINATOR WILL HELP EACH OTHER UNDERSTAND THE CONDITIONS OF POVERTY AND THE RESPONSIBILITIES IMPOSED BY EDUCATION AND EMPLOYMENT. THE PROGRAM DESIGN INCLUDES FIVE PHASES--(1) COMMUNITY DEVELOPMENT AND PROGRAM PLANNING (THREE MONTHS SPENT ORGANIZING AND STAFFING THE INSTITUTE), (2) ORIENTATION (SIX WEEKS OF CLASSES FOR 120 TRAINEES AND 30 COORDINATORS IN THREE GROUPS), (3) WORK-TRAINING (FOUR TO SEVEN MONTHS OF PRACTICAL TRAINING), (4) PHASING-OUT (DIMINISHING CONTACT BETWEEN TRAINEE AND COORDINATOR), AND (5) RESEARCH AND EVALUATION. (AJ)

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THE WOMEN'S TALENT CORPS

A training and employment institute designed to combat poverty and to utilize the skills and experience of employable women in urban areas for careers in community service.

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ADDENDA ATTACHED TO PROPOSAL

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(for Neighborhood Distribution)

I. The Problem

In the field of community service there exists a shortage of jobs, as well as a short supply of professional and non-professional workers to fill them. If our efforts are to be directed forcefully against the conditions of poverty, new jobs in community and social agencies must be developed and persons presently unemployed or "underemployed" be recruited and trained for them.

To fill professional positions with highly qualified and trained persons needed for these jobs, takes time and money. A large number of nonprofessional positions - jobs for aides and assistants to professional staff - can be created, however, and persons trained to master the kinds of responsibilities and detail that go with the jobs within a reasonable amount of time and a reasonable budget. Such jobs lend themselves readily to relatively short term training and to the qualifications of individuals who, for social and economic reasons, have not had the opportunities for higher education or professional instruction.

Among the low income groups resident in our urban areas are people who are willing and able to assume self-respecting jobs but who lack the training to qualify for nonprofessional positions. To develop nonprofessional jobs and then to train such persons to take them on would cut well into the problem of unemployment that mars the city.

A program that would serve as a double-pronged attack on two of the problems of poverty - job shortages in a crucial area, and unemployment (or "underemployment") and lack of training among our poor - should benefit the community as a whole and should enable individual citizens to help themselves in viable jobs that will grow with them and to which they may bring their own skills and experience. To this end, a Women's Talent Corps has been formed and a proposed program aimed at these problems is discussed in the succeeding pages.

II. Program Purpose

The Women's Talent Corps proposes to recruit women from low-income neighborhoods and select them for training as non-professional assistants in schools, clinics, hospitals, day care centers, housing developments, etc. The Women's Talent Corps, organized as a training institute, proposes to provide these women with practical, on-the-job instruction that will serve as a basis and motivation for careers in community service. Through individual instruction and supervision, through a teaching style notable for its clarity and functional detail, these women will be guided into self-respecting viable jobs for which they naturally qualify. These women will become "bridgemen" between the professionally educated community workers and the low-income people they will be trained to advise and assist.

The Women's Talent Corps proposes to initiate selected nonprofessional women into careers that will be rehabilitating to the individuals enrolled in the program and beneficial to the professional supervisors in community service employment and the poor whom they endeavor to serve. This initial career training will be geared specifically to learning the technical roles of service aides, roles as needed assistants to teachers, hospital

service personnel, housing administrators, and to mastering the tasks and responsibilities of these positions through on-the-job instructions. Such will be the foundation for development and advancement on the job and for future advanced instruction for careers as nonprofessionals in community service.

As an independent training institute for nonprofessionals recruited and selected for community service, the Women's Talent Corps will draw on the best of the professional and intellectual resources available in New York City. With the establishment of ties and contacts with cooperating educational, social, and health organizations in the city, jobs for nonprofessionals will be located and created, and training programs for these positions - programs to include classroom orientation coupled with field training and observation - will be developed with as close an eye to reality and practicality as is feasible. The instruction may become more intensive and extensive as the institute assumes greater responsibility for continuing career training.

The selection of prospective nonprofessional aides for training and employment opportunities will require careful advance planning - being "adult" as a qualification will not necessarily imply being mature, responsive, responsible, dependable. To train a person for a job, who has had relatively little formal schooling or exposure to certain basic techniques of instruction (e.g. lecture, discussion, recording, reporting) is a formidable prospect. The Women's Talent Corps proposes to face these crucial issues of selection and training in orientation and job learning through its assignment of staff and consultants and, in a unique way, through the preparation of experienced professional women from fields of education, hospital

service, and social work as trainers or Coordinators of the nonprofessionals. These trainers will become instructors and counselors who will complement the teachings of lecturers and formal discussion leaders in orientation and field training.

The roles and functions of the professional Coordinators on the Women's Talent Corps program who will be selected for their competence and dependability in their profession as well as their attitudes and views towards community service and training the poor may be crucial to the success of the program. There will inevitably take place between trainer and trainee a transfer of values, an invaluable exchange and interaction of attitudes to be given full account in every phase of the program from curriculum planning in orientation to the nature and content of daily field work. There will exist a vital exchange of understanding of the conditions and circumstances of the poor (from the trainees) and the standards of educational and professional training and job responsibility (from the trainer). The Coordinator will be professional guide and counselor to the trainee in her first stages of orientation at the institute through the final stages of field instruction. The Coordinator will be a liaison between the trainee and the job supervisor as well as an "alter-ego" for that job supervisor until the trainee is finally placed and formally employed. The Coordinator will always be a link with the institute of the Women's Talent Corps for she will likely continue in her role as a trainer, working with new trainees as trained nonprofessionals move on to employment and possible future careers in their selected fields of community service.

The development of the Women's Talent Corps institute will depend in large part upon the cooperation and imaginative

collaboration in the city of existing service groups who will have organized their resources and identified and created needed jobs for trained nonprofessionals. It will depend, too, upon the construction of a realistic and functional curriculum for orientation and on-the-job instruction for the trainee-aides. Experimentation and innovation in programming, both in the classroom and in the field, must take place. Whatever advances are made with the Women's Talent Corps program should serve as models for similar demonstration programs for training non-professionals in other large urban areas in this country. Philadelphia, Chicago, Los Angeles -- all must have both the need and the resources to rehabilitate the poor through employment, to utilize untapped resources for training, and to convert energies for social welfare into meaningful programs for and with the poor.

The aims of the Women's Talent Corps program will be translated into action with Phase I, Community Development and Program Planning. The three months estimated for Phase I will be spent locating, organizing, and staffing the training institute. With the cooperation of schools, hospitals, social agencies and neighborhood centers in the community, prospective jobs for nonprofessional assistants will be identified and described. Recruitment and placement for the first cycle of the program (Phases II, III, IV) will be initiated and completed. The curriculum for the first six-week orientation session, complete with format and assignment of lecturers and discussion leaders, will be outlined. Research directions will be established. A report on Phase I will be prepared.

Phases II, III, and IV of the program - orientation, work-training, and phasing-out - will constitute one cycle, and it

The ultimate purpose of the program is to provide a way to bridge the gap between professional community workers - teachers, medical social service personnel, social workers, service administrators in housing, recreation, etc. - and the needy or those they serve. To involve the trained non-professional aide in assisting the neighborhood or population to which she is committed, having acquired new knowledge and useful skills, will contribute to the fulfillment of this objective.

III. Target Areas

The Women's Talent Corps has been formed as a private non-profit corporation and will, therefore, operate as an independent training institution to be housed at 346 Broadway. The location of the organization has been chosen with reference to the areas and agencies in New York City to be serviced and the available transportation lines for program participants. The program will aim to serve the centers and agencies concerned with poverty and, specifically, the areas identified with New York City's Community Action Program, namely, Harlem, East Harlem, Bedford-Stuyvesant, South Bronx, South Jamaica, West Side-Chelsea, and other areas designated as disadvantaged by New York City's Human Resources Administration. Statements on the need for trained nonprofessional aides have been obtained from school districts, hospitals, neighborhood houses, social agencies, and public service authorities in the various target areas of New York City. (See ADDENDUM A) Involvement of prospective nonprofessional trainees in developing the program has been taking place in the target

neighborhoods through planned meetings of local women interested in and eligible for training and employment. (See SECTION IV, Resident Involvement, for details.)

IV. Resident Involvement in Program Planning: Planning With the Poor

Women who reside in the target areas designated for antipoverty opeations in New York City have been called together in small neighborhood meetings to comment on the program. They have been encouraged to give their reactions and concrete suggestions on such subjects as the needs of the neighborhood, kinds of jobs in which they would be interested to receive training, problems of training and employment, etc. (See ADDENDUM F for Project Summary and signatures of women who have endorsed the program at meetings.)

The recommendations of the representatives of the poor are being incorporated into the program wherever possible. Four neighborhood women who have been active in these meetings have been elected to the Board of Directors and numbers more have been invited to attend (and have been present) at meetings of the Board.

V. Scope and Content of the Program: Program Design

Phase I - Community Development and Program Planning (3 months)

With the selection of a site for the training institute, organization of the office, and staffing on the program, the Director and staff, through personal contact and negotiations, will continue with a project vital to the success of the

Location of Jobs

program and begun prior to the formal inception of operations. Jobs for which trained nonprofessional women will be qualified will be identified and described. The functions and responsibilities of these jobs will, to a large extent, govern the nature and content of the orientation curriculum and later field work comprising the work-training period of the program. Jobs for teacher assistants and social service aides in hospitals and clinics have already been located, and efforts will continue to locate and create more such opportunities for nonprofessionals. Neighborhood centers and public agencies such as the New York City Housing Authority have been responding to preliminary efforts to open up new and needed positions for parallel positions. (See ADDENDUM A-Jobs for Trained Nonprofessional Aides.)

Kinds of Jobs

In response to community needs, nonprofessionals will be trained to assist with detail tasks in the classroom - with tests, demonstrations, remedial instruction. They will train to be casefinders under the supervision of professional caseworkers in social agencies; they will develop the skills needed to assist in recreation projects; they will learn the ground rules of public assistance programs in order to offer direction and preliminary counsel to persons in need from slum neighborhoods.

It has become increasingly clear that the community service agencies need to staff their organizations with competent, responsible trained aides who will relieve the

professional staff of their excessive work loads and at the same time create a new core of personnel in the field capable of reaching the very population in need of community assistance. It is apparent that the areas of possibility for development of jobs and commensurate skills are endless and must be further explored in range and depth during Phase I of the program.

Trainees: Recruitment and Qualifications

Specific procedures for the recruitment and referral of trainees (nonprofessionals) will be worked out in detail during Phase I. Small neighborhood organizations and individuals who have shown local leadership will be asked to publicize the program and encourage qualified persons to apply for training. Local women may be employed to assist with recruitment in their neighborhoods. Another source for recruitment will be the Department of Welfare, for an immediate practical aim of the program is to lighten the welfare rolls and provide qualified welfare recipients with the opportunity to acquire supportive and self-respecting jobs. In addition to providing them with a living wage, these jobs will open the way to future careers. Referrals may be invited from professional service workers who are familiar with the problems and persons of poverty. Recruitment will be reinforced by publicity through cooperating agencies in community service and groups in the target areas for operation.

Flexibility will be used in specifying qualifications for trainees. Through various means, the interview, tests, questionnaires, it is hoped the following qualifications in trainees may be recorded and perceived:

-economic need
-basic literacy (reading, writing, speaking)
-sincere commitment to the tasks of training and employment
-interest in people
-awareness of needs of the community
-responsiveness
-responsibility
-good judgment
-ability to take criticism
-ability to develop and express ideas
-good health

It is expected trainees will be interviewed and tested in a way that will eliminate excessive anxiety and any unwarranted sense of competition. The manner of screening will, it is hoped, remain informal, encouraging, and instructive.

Coordinators: Recruitment and Qualifications

During Phase I of the program the women who will serve as Coordinators of the nonprofessionals in the orientation, work-training and phasing-out stages of the program will be selected. They will be qualified professionals with working skills and experience in the areas of health, education, and welfare. The professional woman Coordinator will have been a teacher, nurse, social worker, lawyer, home economist, personnel or guidance counselor. Her competence and dependability in her profession will be evaluated through interviews and references. Her attitudes and views towards community service

and training the poor will be carefully estimated to be assured of her interest in people, her awareness of the problems of poverty, her responsiveness, thoughtfulness, good judgment, and commitment to the principles of the program. Her not-so-simple task of training persons with limited background - persons who may be insecure, suspicious, angry - will demand the most of her innate tolerance and understanding. The success of the interaction between the professional and nonprofessional in the course of the program depends heavily upon the careful recruitment and selection of Coordinators as well as trainees.

Preparation of Curriculum for Orientation

The project of working out a curriculum for the six-week orientation program will be undertaken in Phase I of operations. (See SECTION V, Phase II - Orientation, for details on content and scheduling in orientation.) Lecturers such as Oscar Lewis, Michael Harrington, Dr. Frank Reissman, Prof. Richard Cloward, Alfred J. Kahn will be invited to the institute. They may speak on topics such as "Community Resources," "Working With People in Conflict," "How People Change," "Public Welfare in New York," "The Culture of the Ghetto." Eminent professional community workers from schools, hospitals, and social agencies will be asked to lead seminars and discussion groups. It is probable that the latter persons will work most closely with the Coordinators, briefing them in their fields, instructing them in the latest methods of training nonprofessionals, recommending contacts and

observation points for the trainees. Since classroom sessions will be complemented by field trips for trainees and Coordinators during orientation sessions, arrangements will have to be made during Phase I for these outside sessions in schools, clinics, day-care centers, housing projects, etc.

It is probable that each successive orientation session will undergo some modification. Efforts will be made to keep the curriculum scheduling as open and flexible as possible in order that the professional and nonprofessional women may consult together and set some of their own interim goals for training and work performance. A considerable amount of experimental teaching and new techniques for motivating and training nonprofessionals will be incorporated into the orientation program. The format and content for each orientation session will be worked out by the Women's Talent Corps staff in consultation with specialists with experience in training nonprofessionals as well as with educators and professional leaders in community service employment.

Job Follow-up

The nature of follow-up of the work performance of the nonprofessional woman who will have completed the work-training period (Phase III) will be discussed and outlined with professional community agency staff who will eventually assume the day-to-day supervision of the work of the new employees in their respective agencies. An element in job

follow-up will be evaluation of the performance of the non-professional in the simplest tasks through increasingly responsible ones, with an aim to recommending more advanced training. In this way the individual may be seen to develop on the job and qualify for promotion. On-the-job development and promotion opportunities are essentials to be built into the program.

Reporting, Evaluation, and Research

With the completion of Phase I a report detailing the progress made in Community Development and Program Planning will be prepared along the following lines:

a) organization of the training institute - location, staff, assignments, administration

b) jobs for nonprofessional aides: location and descriptions

c) recruitment of trainees and Coordinators for the first cycle of the program; listing of program participants

d) orientation curriculum outline with lecturers, discussion leaders, planned field trips, etc.

Subsequent interim reports will probably be prepared to correspond with all or parts of the cycles of the program, i.e. evaluation of a completed orientation session; at the beginning of a phasing-out stage for a group or particular trainees.

It is expected that a research program will begin at the time applicants are referred for training and will be recorded and reported in a number of panel studies throughout the program. The trainees will be followed into the communities where they serve, with the expectation that

reasonably reliable information will be obtained from every aspect of this phase and, to the extent possible, statistically based, empirical evidence will be accumulated. This does not foreclose the possibility of the use of other kinds of information which will be obtained on a sociological basis, such as case histories, the reports of innovation, and specifically those efforts which were viewed as having had full productivity. (See ADDENDUM B - Research Design.)

Phase II - Orientation (six weeks)

Ratio of trainees to Coordinators

The training institute of the Women's Talent Corps will enroll 120 nonprofessional trainees and 30 professional Coordinators in three six-week orientation sessions in the course of one year. These sessions with their lectures and discussion meetings will be designed to orient both trainee and Coordinator towards field work in community service.

The Trainee

In the orientation program the trainees will become acquainted with some of the concepts of community work and be instructed and guided by their trainers in learning and performing some of the tasks and techniques required of non-professional aides. Their work performance, attitudes, and potential will be noted and evaluated in this essentially classroom stage.

The Coordinator

In the orientation program the Coordinators while attending lectures and seminars that will constitute roughly one-third

to one-half of the orientation curriculum will also be receiving special preparation in understanding attitudes of the poor and training and working with disadvantaged persons. They will be learning the techniques of teaching and training in their special fields. It is hoped the lecturers as well as the discussion leaders will assist in the training of Coordinators in small group meetings, treating the subject matter with greater depth and instructing in the application of theory.

Curriculum

While a general format and content for orientation will be organized and prepared in advance, there will be an amount of unscheduled time to allow for trainer-trainee sessions, one to one or in teams or groups. The Coordinator and trainee will also be together in lectures and pre-arranged discussion periods which should constitute from one-third to one-half of the 12-hour week, (3 days per week, four hours per day). As the Coordinator and trainee grow to interact successfully with each other and within the framework of a prescribed curriculum and informal meetings, some new means of instruction may develop that would add to the content of each successive orientation program.

Lectures, discussion seminars, observation tours and field trips, individual and team task projects will be included in an orientation program curriculum. Experimental methods of teaching through role playing and problem solving,

for example, will be encouraged. Instruction will focus as much as possible on the practical elements of a job with learning techniques and assumed tasks being graded upwards as the trainee develops and gains in understanding.

The orientation program then will be a base for acquiring new attitudes and understanding for useful community service work, for learning the primary tasks of a job, and for establishing a preliminary working relationship between the nonprofessional trainee and her Coordinator who will follow her into work-training and experience in the field. During this phase, too, the Coordinator will, with the initial guidance of faculty and field professionals and in consultation with trainees, prepare the very essential daily plan for the work-training period (Phase III) to follow orientation.

Phase III - Work-Training (four to seven months)

Functions of Work-Training in the Field

Planning for Phase III of the program will begin in Phase I (Community Development) but will be formally developed during the orientation session. The professional Coordinator will have assumed the major responsibility for organizing the daily activities of work-training and establishing and maintaining contacts with professional supervisors with whom the trainee will work. During this phase the Coordinator will remain the liaison between trainee and community agency staff; she will guide and direct the trainee in job performance, for it is expected in many instances the trainee-aide

will be learning while actually doing the job as well as observing the job being done by others. Some nonprofessional jobs may suggest training to be conducted in groups of three or more; some may require close individual supervision and guidance in order that the techniques of the job be learned in greater depth and detail.

Nature of Work-Training in the Field

The training will always remain practical, beginning with the simplest tasks of a job and growing as the trainee develops her skills and abilities; it must be active training enabling her to do as many of the kinds of tasks she will be doing when formally on the job. The trainee must have every opportunity to bring to the job her own self-earned knowledge, experience, and style, and at the same time be guided with care and tact by the Coordinator.

The training institute at 346 Broadway, where the orientation sessions will be held, will remain a kind of home-base for the trainees and Coordinator to return for their own appointed discussions, for refresher lectures, or perhaps as part of a demonstration for new trainees and Coordinators involved in an ongoing orientation program. The interaction among program participants begins to take on new dimensions as the program develops, for the lines of communication may extend within a program cycle and from one cycle group to another.

Incorporated in the work-training phase will be some amount of job rotation among the trainees that may prove a useful training method. In this way the interests and skills

of the trainees may be more accurately evaluated and more satisfactory job placement may be the result.

Job Locations

The community service jobs for which the nonprofessional women will be trained will be located in welfare agencies, neighborhood houses, clinics, day care centers, legal service centers, churches, schools, recreation, cultural, or language centers. (See ADDENDUM A) It should be stressed that insofar as possible the nonprofessional woman will train in the field in Phase III in her own neighborhood or area of residence. She will be assisted in finding final job placement or employment in this same area. During work-training she will be in contact with professional field staff in organizations that will assist later in formal job placement.

Agency Financial Commitment

The agencies and institutions in which trainees are placed will be expected to cooperate in the achievement of a goal of the Women's Talent Corps -- permanent development of career opportunities. To further this objective, these agencies will be asked to share the cost (with Women's Talent Corps) of the stipend paid to trainees for the final 12 weeks of on-the-job training. (For example, the agency share for four trained assistants for the three-month period would be $960.00.) When this phase of training is reached, the trainee will have had 18 weeks or almost 5 months of training including orientation, on-the-job learning in the agency and individualized instruction with the Coordinator. A potentially valuable addition to staff will, therefore, have been developed.

Positions

Positions for nonprofessionals will be as teachers' assistants in nursery, pre-nursery programs, elementary, intermediate and high schools; as tutors for homework and in

language skills; as guidance assistants in schools, casefinders, neighborhood workers; remedial instruction aides; housing and legal service assistants; as public relations personnel with employment agencies and businesses, in housing projects, and with local newspapers or mass media operations; as counselors and guides to recreation and sports programs.

Phase IV - Phasing-Out Stage (Up to 2 years)

Less and less training as such will be required in this phase, for the trainee will assume more responsibility on the job as she demonstrates her capabilities, and as she comes under the supervision of the professional in an agency or organization to whom she is assigned and is reporting.

The professional Coordinator who has been guiding the trainee into this final phase will meet during each week of the phasing-out period with the new nonprofessional to discuss possible problems experienced on the job and any new situations that may have arisen. In this way, the Coordinator will remain a kind of liaison or mediator between the nonprofessional and the job supervisor. An appropriate structure to insure meaningful supervision and communication among the professional agency staff member, the nonprofessional worker, and the professional Coordinator will have to be worked out during the community development phase of the program and perhaps revised when the first group of trainees is on the job.

Phase V - Research and Evaluation

Areas for examination and hypotheses or questions for consideration will be drawn up in Phase I of the program. It is expected that investigations will center on the roles of professional and nonprofessional trainees and workers; on the interaction of the "over educated" and nontechnical trainees;

on the values and attitudes of program participants assigned to tasks of working with the needy and for service organizations; on experimental methods and respective potential of instructing and training professionals and nonprofessionals one-to-one or in teams or groups. (See ADDENDUM B - Research Design)

VI. Organization and Administration

Formation

The Women's Talent Corps was incorporated by the State of New York as a non-profit organization on March 15, 1965. The plan to utilize the employable talents and experience of professional and nonprofessional women in New York City's anti-poverty campaign was discussed and developed with national and local community action leaders and consultants. Vice-President Humphrey and Senators Kennedy and Javits, distinguished men and women serving the community in universities and colleges, church groups, hospitals and clinics, neighborhood and settlement houses, and other service agencies, as well as a number of interested foundations and philanthropic organizations, were consulted on the plan for a Women's Talent Corps. (See ADDENDUM C for Letters of Support) All endorsed the idea of a program to recruit and train qualified women for community service work and create viable nonprofessional jobs to improve the services of the community and benefit the program clients.

Program Support

Location

The Women's Talent Corps as an independent institution is situated at 346 Broadway, a point accessible to the areas in the city to be serviced and linked to the major transportation lines. In addition to serving as a training institute, the organization will be responsible for locating

Responsibilities

and defining jobs for trained aides in community service, facilitating job placement for nonprofessional women, and for maintaining ties with community service agencies throughout the city in order to fulfill its purpose.

Specifically, the Women's Talent Corps will be responsible for initiating the recruitment and screening of the trainees and Coordinators on the program; for the development of curricula of orientation or pre-work-training programs for professional and nonprofessional women; for organizing field experience during orientation and on-the-job training periods; for providing faculty and consultants on the program in its various phases; for assigning qualified staff to program planning, administration, and evaluation; for housing the training operations and classrooms and the staff functions in reception and office space; for bookkeeping, recording, filing, and similar supporting services.

Cooperating Agencies

The establishment of the Women's Talent Corps as an independent organization was deemed advisable after weighing this plan with the possibility and advantages of locating the operation in a school of social work within a large university such as Columbia University. The present formulation will, it was believed, permit the kind of flexibility and experimentation which a demonstration or pilot project by its very nature implies. This independent formulation will also allow

the maximum utilization of all the professional and intellectual resources currently available and all the faculties of the universities in the New York area. Further, the staff may be free to initiate and maintain useful ties and contacts with all social, health, and welfare agencies the operation will serve and with which it is intended the organization will cooperate and consult in planning, operating, and evaluating the various phases of the program.

Staff

Major administrative staff of the Women's Talent Corps will include an Executive Director, one Institute Training Director, a Field Training Director, a Fiscal Officer, and an Administrative Assistant for Coordination and Communications. This staff will be responsible for planning and directing the overall program of the Women's Talent Corps through all its phases of development and operation.

Staff Duties

Executive Director - Among the responsibilities will be the outlining of policies and procedures for operating the program of the Women's Talent Corps; establishing a working relationship with local institutions, welfare agencies, and neighborhood bodies in the target areas to be served, with special reference to location of jobs in the community and the recruitment and job placement of nonprofessional women; overseeing the formulation and development of the orientation and field training programs of professional and nonprofessional women; following up on the training and job performance of the professional and nonprofessional women.

Institute Training Director - In addition to acting as administrative head of the program in the Director's absence, the duties will include organizing the staff assignments and over-all program operations; overseeing the direction and scheduling of the orientation, training, and field work of the professionals and nonprofessionals; serving as personnel advisor for staff and program trainers and trainees.

Field Training Director - This position will be assumed by a person with special skills in and knowledge of social action programs, for the responsibilities will call for close consultation with the Director and outside specialists in formulating the curriculum for the on-the-job training with the Coordinators, the nature and content of work-training, priority areas for job placement, and the directions and nature of research and evaluation of the overall program, as well as its components and the individuals comprising it. All forms for interviewing and evaluation, questionnaires and tests will be selected and approved by this staff person.

Fiscal Officer - The responsibilities of the job will range from establishing, maintaining and supervising an accurate bookkeeping system for the disbursement of funds for program operations to the organization of an accurate and efficient payroll system for compensating the

professionals, nonprofessionals, consultants, faculty, and staff involved in the program.

Administrative Assistant for Coordination and Communication -

This job is aligned most closely with that of the Field Training Director. As such, the responsibilities will include coordinating in detail the operations involved in the orientation programs, the work-training periods, and later job phases; direction of the mechanics of program administration (organization and maintenance of space, files, correspondence, schedules, etc.); preparation of administrative memoranda and special reports.

Other staff of the Women's Talent Corps will be two secretaries, one clerk-typist, and the prospect of two non-professional aides to assist with office reception and general staff operations. The budget includes an amount for temporary work on special projects and for peak period operations.

Consultants

The program will rely heavily on the services of persons experienced in fields of education, health and welfare, as well as in methods of educating and training personnel for community service. The Board of Directors includes many prominent specialists in the areas on which the program will focus. (See ADDENDUM D - Board of Directors) Since the organization of the Women's Talent Corps, Citizen Consultants have been a source of support and advice and will continue to be so on

matters of general concern. (See ADDENDUM E - Citizen Consultants) The services of professional advisors or experts working in the areas of social action with which the program is concerned will be contracted as the needs for program advice arise, e.g. the educator, psychologist, sociologist, social worker, the service administrator - and these experts will be compensated on a fee basis.

Board of Directors

A Board of Directors of persons representing the aims upon which the Women's Talent Corps has been founded has been formed. (See ADDENDUM D) Community leaders supporting the promotion of racial equality and the elimination of social and economic ills of New York City, as well as the continuing education and gainful employment of women constitute the Board. Representatives of the poor have been named to the Board and nonprofessional trainees will be included as soon as possible. A ratio of one-third representing the poor will be maintained. The Board has and will continue to meet periodically to review policy and staff reports and make recommendations for continuing action. By-laws have been drawn up and approved by the Board and are available for review as are the Minutes of the meetings held to date.

VII. Timetable

Three successive six-week orientation sessions are to be organized and run in the first year of program operations. Trainees and Coordinators will meet three days a week, four hours

a day throughout orientation. A two-week period between orientation sessions for review and assessment and future planning will be allowed. Following each orientation session (Phase II) will be the inception of a work-training period in the field (PHase III). Each work-training period following an orientation session will vary in length for the individuals, groups or teams being trained for aide positions because of the very nature of the jobs and the qualifications and development of trainees. Hence, an estimate of four to eight months is made for work-training. The phasing-out stage (Phase IV) when the trainees function more and more on their own, may be very brief or as long as two years. (Note: the third cycle of orientation work-training will probably not go into a phasing-out stage, and trainees from the first two cycles may be requiring more time than was allotted to phase out into formal employment. Therefore, an application for a supplementary grant will be submitted before the end of the first year of operations where there has been sufficient opportunity for evaluation of the program in all its phases.)

Timetable Summary

First three months:	Phase I - Community Development and Program Planning (See SECTIONS II and V for details)
Third to fourth month:	-Begin first program cycle with first six-week orientation session; -Continue community contacts, job location, recruitment for second cycle begun in Phase I.
Fourth month:	-Complete first orientation session; assess with interim report and plan for next session in second cycle; -Begin work-training (Phase III) of first cycle-trainees and trainers in the field; -Maintain community contacts, guidance to program participants, screening, follow-up of trainee progress.
Fifth month through tenth month:	-Begin second program cycle with second six-week orientation session; -Follow similar pattern of third and fourth months, with third cycle and third orientation session beginning in seventh month. By the tenth month the first cycle of the program will likely be in the phasing-out stage; interim reports will be prepared during these months.
Eleventh and twelfth months:	-Three orientation, three work-training sessions, and two phasing-out stages (possibly) will be ended; -Program operations will be surveyed in preparation for year-end report on all aspects of program; research findings will be collated and evaluated where possible. -Inventory of office; audit of books.

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